A synopsis for Phd research work on the topic of

Locus of Control, Emotional Intelligence and Need for Achievement as Correlates of Academic Achievement

Submitted to

University Department of Psychology

(Faculty of social science)

L.N. Mithila University,

Kameshwar Nagar, Darbhanga (Bihar)

Under the Supervision of

Dr. Md. Zeya Haidar

Associate Professor

L.N. Mithila University,

Darbhanga, (Bihar)

Submitted By

Safia Shahab

Research Scholar

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Roll No : E2217040

1. Introduction

1.1 Locus of Control

Within Psychology, Locus of Control is Considered to be an important aspects of Personality. Locus of Control Concept was developed by Julian B. Rotter in the 1950. Locus of Control refers to an individuals belief that events are either with in one's Control or are determined by forces beyound one's Control. There are some people who have courage to face and control every type of situation, while some people submit to the pressure of situation.

Locus of Control refers to one's assumption about responsibility for good and bad events. Every person during his lifetime comes across some good and some bad out comes, While he acts to maximize the possibility of good outcomes and enjoy the success of his life, he tries to minimize the possibility of bad outcomes. According to famous Psychologist Philip Zimbardo (1985) "A Locus of Control orientation is a belief about whether the outcomes of our action are contingent on what we do (internal Control orientation) or on events outside our personal Control (external control orientation)."

Two types of Locus of Control (LOC) –

a) A strong external Locus of Control describes when someone believes what happens to them is luck or fate and that they are not in Control of their life ; it is all due to external forces in their environment (for example other people).

   According to Gifford & Bricello (2006) "External locus of Control : the person believes that his own behavior is influenced by fate, luck or other external circumstances.

b) A strong Internal Locus of Control describes someone who believes they are in Control of what happen to them.

   According to Anitei (2010) "Internal Locus of Control : the person believes that his own behavior is guided by personal decisions and efforts.

   When a person believes that he or she is able to act so as to maximize the possibility of good outcomes and to minimize the possibility of bad outcomes he is said to have Internal Locus of Control.

Individual differences are seen in this regard some people are so made up that they always blame some outside force for their failure, while there are others who do not adopt this attitude.

1.2 Emotional Intelligence

The notion of Emotional Intelligence broadens the concept of intelligence beyond the intellectual sphere/ domain and considers that intelligence includes emotions you may note that it builds on the concept of intelligence in the Indian tradition. Emotional Intelligence is a set of skills that underlie accurate appraisal, expression and regulation of emotion. It is the feeling side of intelligence. A good IQ and scholastic record is not enough to be successful in life.

Emotional Intelligence Concept was first introduced by Salovy and Mayer (1977) who considered Emotional Intelligence is the ability of perceive emotion to access and generate emotions so as to assist thought, to understand emotions and motional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

According to Goleman (1998) "Emotional Intelligence refers to the Capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships".

In simple terms, Emotional Intelligence refers to the ability to process emotional information accurately and efficiently.

Emotional Quotient (EQ) is used to express emotional intelligence in the same way as IQ is used to express intelligence.

According to Bradberry & Greaves (2009) "Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to mange your behavior and relationships".

Emotional Intelligence is receiving increasing attention of educators for dealing with students who are affected by stresses and challenges of the outside world. Programmes aimed

at improving students emotional intelligence have beneficed effects on their academic achievement. They encourage cooperative behavior and reduce their antisocial activities. These Programmes are very useful in preparing students to face the challenges of life outside the classroom.

1.3 Need for Achievement

Achievement motivation refers to the desire of a person to meet standards of excellence. Need for achievement also known as n-Ach energizes and directs behavior as well as influences the perception of situations. During the formative years of social development, children acquire achievement motivation. The sources from which they learn it, include parents, other role models and social cultural influences. Persons with high level of achievement motivation tend to prefer tasks that are moderately difficult and challenger. They have stronger than average desire for feedback on their performance, that is to know how they are doing, so that they can adjust their goals to meet the challenge.

According to Santrock (2000), Need for achievement is the desire to accomplish something to reach a standard of excellence and to expand effort to excel.

Need for Achievement is a person's desire for significant standards. The term was first used by Henry Murrey to describe a range of actions that include: "intense, prolonged and repeated efforts to accomplish something difficult work with singleness of purpose towards a high and distant goal to have the determination to win."

1.4 Academic Achievement

Academic Achievement is the outcomes of education the extent to which a student, teacher of institution has achieved their education goals. Academic achievement is commonly measured by examinations or continuous assessment.

"Educational or academic achievement is a specified level of attainment of proficiency in academic work as evaluated by teachers, by standardized tests, or by a combination of both (Chaplin 1975)."

Academic Achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completiry educational benchmarks such as a bachelor's degree.

According to Zhu (2016) Academic achievement of college students is an important factors affecting the achievement of higher education goals.

Academic Achievement is direct manifestation of learning effectiveness and a valid indicator to evaluate the effectiveness of teaching and education in higher education as well as the overall development of students.

Academic achievement is generally regarded as the display of knowledge attained as skill developed in the school subject (Busri, 2000).

Academic achievement occupies a very important place in education as well as in the learning process. It has become on index of Child's future in this highly competitive world. It has been one of the most important goals of the educational process. It is also major goal, which every individual is expected n all cultures. Academic Achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration.

2 Review of Related Literature

2.1 Locus of Control and Academic Achievement

Smiriti Goyal (2000) this study examined the relation ship between Locus of Control and academic achievement and discuss the possibility of gender differences. In this study, the 77 subjects were 10^{th} grade American History students, placed in three different class levels according to academic achievement the prior year. The Rotter's Internal-External scale was administered to all the subjects during History class. These scores were then separately correlated with academic class level and gender. The statistical analysis found a Positive

correlation between Locus of Control and academic achievement with a Pearson correlation coefficient of 387. According to gender date collected females were more internal then males, however a level of significance was not found.

G. Kumaravelu (2018), This study aims to find out whether there is any positive relationship among locus of control and academic achievement of high school students in Pandichery region from a study on 380 school students. Locus of Control scale developed by levenson (1973) was used to collected the data. Result revealed significance difference was not observed in internal, external and chance locus of control among male and female students, where female students received higher mean scores for the internal, external and chance locus of control than the male students. the students on the subjects of English, mathematics and science score significant difference on the internal locus of control with ($F=6.358$, $P<0.05$) and significant difference was not observed on the external and chance locus of control. Chance of Control with $r=0.138$ on the meaningful level of $p<0.01$ and internal Locus of Control with $r=0.112$ on the meaningful level of $p<0.05$ had significant and positive relationship with academic achievement of school students.

Ozuome, Oguize, Mokwelu and Anyamene (2020) This study investigated the relationship between Locus of Control and secondary school students academic achievement in IMO state. Correlation research design was adopted for this study. The population for this study Consisted of 8,463 Senior Secondary School students. The instrument used for the study was Trice's Academic Locus of Control scale. Result obtained from the study indicated that majority of the students in IMO state have external Locus of Control. The result also indicated that a good number of the students in IMO state have good achievement in English language and Mathematics. Finally, the result revealed significant low positive relationships between secondary school students Locus of Control and their academic achievement in English Language and Mathematics respectively.

Onyinyechi Rita Chinedu, Chikaodili Benedine (2021). The study intended to determine the relationship between Locus of Control and academic achievement of secondary school students in Abia state. Some students have been observed to achieve higher while some achiever lower.

The Objective of the study was to determine if Locus of Control Correlated with academic achievement of student as moderated by gender and school type. The study adopted a correlational research design. A total students of 388 in Aba Education Zone were selected using purposive and simple random sampling techniques. Instruments for data collection were an adopted LOC scale and students exam scores in Mathematics, English and CRS. Data were analyzed using Pearson product moment Correlation coefficient. Results showed significant relationship between locus of Control and academic achievement of male students and significant relationship between Locus of Control and academic achievement of public school students.

2.2 Emotional Intelligence and Academic Achievement

Azuka Benard Festus (2012). The purpose of this research was to determine whether there is a significant relationship between emotional Intelligence and Academic Achievement of students in Mathematics. The research design for the study was correlation survey design. The instrument used for the study were the Emotional Intelligence Inventory and Mathematics Achievement test. The responses of students to the instruments were scored and analyzed using mean and Pearson product moment Correlation. To test the level of significance of the correlation coefficient the t-test was used. The result showed that there was a significant low positive relationship between the emotional intelligence of SS2 students and their academic achievement in mathematics, The result also indicated that there was significant low positive relationship SS2 female students, Urban School students and Rural School Students, and their academic achievement in mathematics.

Maizatul Akmal Mohd Mohzan, Norhaslinda Hassan and Norhafizah Abd Halil (2013). The Study investigates the influence of emotional Intelligence on academic achievement among students of education faculty, university Teknologi Mara (UiTM). The data of this research were obtained through the use of a questionnaire which elicits information on the students Emotional Intelligence level as well as their academic performance. Two domain (Self-emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence investigated are found to be significantly and positively associated with the respondents academic achievement. The

findings of the study hold important implications on the value of emotional Intelligence and their relationships to student's academic performance specially among pre-service teachers.

Dr. Minum Saksena (2018). The aim of the present research paper is to find out the relationship between emotional Intelligence and academic achievement among undergraduate students. The aim of the study, Correlation has been calculated between emotional intelligence and academic achievement among all students and among female and male student separately. Present research paper indicates that there is positive relationship between emotional intelligence and academic achievement among female students. But there is less evidence of correlation between emotional intelligence and academic achievement in male students. Study reveals that emotional intelligence impacts positively on academic achievement as maximum students have high level of emotional intelligence and maximum students have high academic results.

2.3 Need for Achievement and Academic Achievement

Bakhtiarv, Ahmadian, Delrooz and Farahni (2011). Studied the moderating role of achievement motivation on relationship of learning approaches and academic achievement for this purpose they selected 200 collage students including psychology and educational science through random sampling. This findings of the study revealed that the achievement motivation moderated relationship of learning approaches and academic achievement. It was found that achievement motivation have considerable effect on academic achievement.

Dr. Sheeraz Ahmad Rather (2016). This study was conducted on 544 secondary school students to find out the influence of Achievement Motivation on Academic Achievement. The investigator hypothesized that there is no significant difference between different categories of Achievement Motivation in respect of Academic achievement. The investigator found that there is a significant difference between different categories of Achievement motivation. It was found that there was much difference in Academic Achievement and achievement increases with the increase in Achievement Motivation.

Dr. Kajal Devi Manhas (2017). The present study relationship between Achievement Motivation and Academic Achievement among students belonging to difference social categories (General Category SC and ST). 150 10^{th} Class Students (75 boys and 75 girls). Pearson's Product moment method was used to find the relationship between AM an AA. The result show significant and high relationship AM and AA of boys and girls belonging to GC, girls from SC and boys from ST significant but low relationship was found between AM and AA of boys from SC very negligible relationship was found between AM and AA of girls belonging to ST.

3 Research Gap

The Present topic "Locus of Control, Emotional Intelligence and Need for Achievement as Correlates of Academic Achievement" that reviewed existing literature but could not find any studies related to +2 Science Students in Darbhanga District and UG Science students at LNMU. Therefore, I select this topic for research.

4 Statement of the Problem

Locus of Control, Emotional Intelligence and Need for Achievement as Correlates of Academic Achievement.

5 Objectives of the Study

- To find out the relationship between Locus of Control and Academic Achievement of +2 Science Students
- To find out the relationship between Emotional Intelligence and Academic Achievement of +2 Science Students
- To find out the relationship between Need for Achievement and Academic Achievement of +2 Science Students
- To compare with Locus of Control and Academic Achievement between male and female +2 Science Students of urban and rural area

- To compare with Emotional Intelligence and Academic Achievement between male and female +2 Science Students of urban and rural area
- To compare with Need for Achievement and Academic Achievement between male and female +2 Science Students of urban and rural area
- To find out the relationship between Locus of Control and Academic Achievement of Undergraduate Science Students
- To find out the relationship between Emotional Intelligence and Academic Achievement of Undergraduate Science Students
- To find out the relationship between Need for Achievement and Academic Achievement of Undergraduate Science Students
- To Compare with Locus of Control and Academic Achievement between male and female Undergraduate Science Students of urban and rural area
- To Compare with Emotional Intelligence and Academic Achievement between male and female Undergraduate Science Students of urban and rural area
- To Compare with Need for Achievement and Academic Achievement between male and female Undergraduate Science Students of urban and rural area

6 Hypothesis of the Study

On the basis of Review of Literature following Null Hypothesis has been Proposed :

- There will be no significant difference between Locus of Control and Academic Achievement of +2 science students
- There will be no significant difference between Emotional Intelligence and Academic Achievement of +2 science students
- There will be no significant difference between Need for Achievement and Academic Achievement of +2 science Students
- There will be no significant difference between Locus of Control and Academic Achievement between male and female +2 Science Students of urban and rural area

- There will be no significant difference between Emotional Intelligence and Academic Achievement between male and female +2 Science Students of urban and rural area
- There will be no significant difference between Need for Achievement and Academic Achievement between male and female +2 Science Students of urban and rural area
- There will be no significant difference between Locus of Control and Academic Achievement of Undergraduate Science Students
- There will be no significant difference between Emotional Intelligence and Academic Achievement of Undergraduate Science Students
- There will be no significant difference between Need for Achievement and Academic Achievement of Undergraduate Science Students
- There will be no significant difference between Locus of Control and Academic Achievement between male and female Undergraduate Science Students of Urban and rural area
- There will be no significant difference between Emotional Intelligence and Academic Achievement between male and female Undergraduate Science Students of urban and rural area
- There will be no significant difference between Need for Achievement and Academic Achievement between male and female Undergraduate Science Students of urban and rural area

7 Operational Definition of key term used

Locus of Control — According to Philip Zimbard (1985) " A Locus of Control Orientation is a belief about whether the outcomes of our ation are contingent on what we do (internal control orientation) or no events outside our personal control (external control orientation)."

Emotional Intelligence — According to Dalip Singh (2003) "Emotional Intelligence is the ability of an individual to appropriately and

	successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment."
Need for Achievement	According to Morgan and King (1971) "It (need for achievement) is a regarded as a motive for success in performing task."
Academic Achievement	According to Chaplin (1975) "Educational or academic achievement is a specified level of attainment or proficiency in academic work as evaluated by teachers, by standardized, or by a combination of both."

8 Research Methodology

8.1 Sample

The total sample consists of 280 +2 Science Students of Darbhanga District and Undergraduate Science Students of Lalit Narayan Mithila University which consists of 140 boys and 140 girls of urban & rural area.

8.2 Tools used

- Rotter's (2001) Locus of Control Scales (RLCS), will be used for data collection. It has 29 items.

  OR

  Any other relevant scale will be used.

- Schutt's (1998) Emotional Intelligence Scale (SEIS) will be used for data Collection. It has 33 items.

  OR

  Any other relevant scale will be used.

- Deo and Mohan's Academic Motivation Scale will be used for data Collection. It has 32 items.

  OR

  Any other relevant scale will be used.

- Academic Achievement – Student's previous record will be used for data Collection.

8.3 Statistical Technique

- Descriptive Statistics
- Correlation
- Multiple Analysis Regression
- t-test etc. will be used for data analysis

OR

Any other relevant statistics techniques may be used during research work.

Proposed chapter of Research

1	Introduction
2	Review of literature
3	Objectives and Hypothesis
4	Methodology
4.1	Design
4.2	Sample
4.3	Tools
5	Result & Discussion
6	Summary & Conclusion
6.1	Limitation of Research
6.2	Future suggestion
7	References
8	Appendix

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